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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Death of William B. Owen

DR. WILLIAM B. OWEN, who died on Friday, February 17, was principal of Chicago Normal School for nineteen years, was one of the famous presidents of the National Education Association, unanimously nominated and elected in Boston in 1922, and he created the program and officially directed the affairs of the Association at the Oakland meeting in 1923. It was at that meeting that the Federation of World Educational Organizations was created.

Dr. Owen was sixty-two years of age, was graduated from Denison College, Granville, Ohio, in 1887, had studied in European universities, and earned his doctorate in Chicago University, and was Dean of Secondary Education of the University at the time of his selection for the principalship of Chicago Normal School.

Dr. Owen was distinctly academic in his tastes, but developed rare professional skill and devotion in administration.

We think Dr. Owen successfully met more vexatious complexes in the professional disturbances in Chicago and Illinois than did any other educational leader.

Dr. Owen came nearer being elected superintendent of Chicago on two occasions than has any other man who was never superintendent. He was always trusted by all classes of school people, though he would never swear unreserved allegiance to any group.

Personally, Dr. Owen was one of our closest professional friends. His death has cast a shadow over the Boston meeting of the Department of Superintendence.

Failing Students

IN AN editorial, "Fail to Make Grades," in the Journal of Education, January 23, we said, in part:—

"In none of the up-to-the-minute school systems do any considerable number of children fail to make school grades. We know systems that hold teachers responsible for every child that fails to make a grade. The assumption is that the teacher fails rather than the pupil.

"This is the modern system. The teacher knows in two months whether a student is to fail, and she reports promptly to the instructional director, who has some other expert teacher teach the stu-

dent algebra, for instance, and by another two months it is known whether or not the student will make that grade and he is to be expected to make the grade. If it is a subject which he is not likely ever to use he is allowed to drop the subject at the end of four months and put his time on something that is more worth his while. If it is an important subject all the non-vital factors are eliminated and he learns only what he can learn, and he is allowed to make his grade on a grade that he can make.

"There is something radically wrong with the instructional directorship if any considerable number of children fail to make the grades. It is not the children who need attention but the system. It is not the teacher but the system. Nothing is really modern in any system that tolerates the failure of children to make school grades."

One city superintendent indicated in a letter that he questioned whether there was any justification for our statement. Soon after that there came to our desk the following from a report of G. H. Sanberg, superintendent, Rochester, Minnesota:—

FAILING STUDENTS

"The beginning of the second semester of each school year calls our attention to the group of students who are termed 'failures.' To a great extent that term is a misnomer in that the blame for their failure is all attached to the youngsters. We forget the contributing agencies such as the teacher, the parent, the school curricula, the environment and numerous other factors. In a certain sense no child is a failure. We are the failures, because we are not wise enough to direct his efforts so that he will be qualifying for the job corresponding to his natural bent. Never say a boy is a failure because he is not endowed with an academic type of mind, for he may be employing the valedictorian ten or fifteen years later. If a child fails to make progress we are not providing for his needs properly."

Since receiving this a supervisor in a Massachusetts city of fewer than 20,000 population, in which there had always been many retarded children, reports that in the year closing last June not one had been a repeater.

All children do much better work when there are no repeaters in a class than when there are repeaters.

We see so many repeaterless systems now that they cease to attract our attention.

National Music Week

MAY 6-12 will be Music Week, which will be sponsored by Music Week Committee, 45 West Forty-fifth street, New York City. This year the committee suggests that schools magnify "Stories of American Songs," and any superintendent, principal, or teacher will receive a booklet by that name free by sending name and address to Kenneth S. Clark, assistant secretary of the committee, 45 West Forty-fifth street, New York City.

The following booklets are available free by including them in the request to Mr. Clark: "American Music That Americans Should Know," "The Toy Symphony," "Massed Band Concerts," "Harmonica Bands for Boys and Girls," "Quiz Yourself on Music," and "Special Activities for Schools During National Music Week."

This National Music Week, beginning the first Sunday in May, is now an established institution, and it is no diversion for the schools, but is rather a means of giving music in school the inspirational backing of the churches and the public generally.

Twenty years ago fewer than a hundred Los Angeles teachers held the A.B. degree. Now there are literally thousands with that amount of education. Since June, 1926, 133 have won additional degrees.

Musical Achievement

WATERTOWN, Massachusetts, Wilfred H. Price, superintendent, has an interesting demonstration of an achievement in music with Miss Rena Bisbee, director of music, and Earl C. Nelson, principal of the Francis School. Although a suburban community between Cambridge and Newton, Watertown has manufacturing plants capitalized at $45,000,000, which is twice that of any other community of its size in the state.

New England is traditionally shy in the teaching of instrumental music in the elementary school, but Mr. Nelson has an achievement which we have never seen equaled under similar conditions. The only financial responsibility that the School Board has assumed is $32 each a year for six of the music teachers.

There are nine teachers. These are all making instrumental music their specialty. Several of them are students in the New England Conservatory of Music. The students pay for their lessons; the lessons cost 25 cents, 50 cents, 75 cents, or $1, all of which goes to the teacher.

The Francis School has a short Friday session, beginning early and closing at 1 o'clock. The lessons continue until 6 o'clock.

The lessons were intended originally for pupils in the Francis Elementary School, but now there are several from the various Junior High Schools and several from the local parochial school.

There are this year thirty-one taking lessons on the piano, twenty-seven on the violin, eight on the trumpet, six on the 'cello, five on the flute, five on the drum, four on the saxophone, two on the trombone, two on the clarinet, one each baritone, melophone, and tuba.

The school owns five pianos, and the students rent the large instruments, but own personally the other instruments. Once a year there is a concert given by the students for which a fee is charged. In every respect this Watertown instrumental class is an institution of which the school officials and the citizens are justly proud.

Moving Pictures in Schools

VISUAL education is now as firmly established in modern education as are blackboards, which were a long time in winning their way for the promotion of visual education.

There are still many schoolrooms in the United States that have not a square yard of good blackboard space and it will be a long time before every pupil will be aided in his studies by educational films, but the pace of progress is infinitely greater than in the case of blackboards. Indeed, it is scarcely ten years since there were better artificial blackboards than mined slate. Today a schoolroom without abundance of the best possible blackboard space is an indictment of every one responsible for educational equipment.

No architect would consent to build a new school plant with an auditorium without a perfectly safe provision for moving pictures. Moving pictures are as universally recognized today as scientific light, heat, and ventilation. Non-inflammable films are now available everywhere for everybody.

The educationalizing of moving pictures has already led to the provision of film lessons equal to the most modern, scientific, pedagogical information ever produced for the promotion of skilful learning.

To provide films without film lessons is like providing books for illiterates. The mere use of films without film lessons merely adds to the teacher's troubles, while with film lessons the teacher knows a multitude of important things which can be used intelligently and inspiringly without the slightest draft upon the teacher's energy, with no sapping of nerve force or waste of time.

Claremont Colleges

DR. CHARLES K. EDMUNDS, for twenty years associated with Canton Christian College, now Lingnan University, and for sixteen years president of that institution, and later provost of the Johns Hopkins University, has accepted the presidency of Pomona College. He will assume office about May 1. The wide educational experience of Dr. Edmunds both in the United States and in the Far East will greatly resource a college like Pomona which looks forward to large participation in the civilization which is developing in the world around the Pacific Ocean.

Under the plan of affiliated institutions which is being developed at Claremont President Blaisdell, who for eighteen years has been president of Pomona College, becomes the president of Claremont Colleges, the educational corporation which will carry forward such mutual interests as are committed to it by Pomona College, Scripps College, and any other affiliated institutions which may be hereafter organized. For the present all graduate and summer school work as well as the administration of certain central facilities will be under the direction of Claremont Colleges, the affiliated institutions confining themselves for the present to undergraduate work with limited numbers of carefully selected students.

The New England Penmanship Association will hold its annual meeting March 10 in the College of Practical Arts and Letters, 27 Garrison street, Boston. J. D. Barbour, president, teacher in Bryant and Stratton School, Boston.

America's Most Interesting County

ST. LOUIS County, Minnesota, has no rival in several respects. It is very large, larger, in fact, than all Southern New England; that is, larger than Connecticut and Rhode Island combined; an approximate area of seven thousand square miles. It is almost as large as either Massachusetts or New Jersey.

The county has one of the most valuable sources of iron ore in the new world, which means that it has a vast mining population of foreign-born families. It has one city, Duluth, with a population well above a hundred thousand. Outside of Duluth it is largely operated educationally and otherwise as a county unit.

C. H. Barnes, county superintendent for many years, has been active in school affairs in the county for nearly a quarter of a century. We recall that he was in charge of the schools of the city of Ely when we visited the cities of "the Range" many years ago.

The rural problems are as distinct as the mining problems, and we know of no study of rural conditions on a large scale that approximates the study of rural St. Louis County made by Miss Brand, who supervises history and citizenship of the day schools outside of Duluth and the Range cities, as well as of all night school work. She has made a close-up study of all the non-citizen rural people with a complete tabulation of their cases, tendencies, etc.

It is not easy to think of a woman in charge of education, sociological, industrial and civic, in an area larger than Rhode Island and Connecticut, but Miss Brand does this skilfully and scientifically.

Mexico has opened thirteen hundred more country schools in 1928. The school year started February 6.

Belding's Page

FACULTY RESPONSIBILITY

HUNDREDS of people in scores of places searched for a missing undergraduate of Smith College. Colleges themselves were jolted out of any complacency they may have felt regarding their responsibility for the security and welfare of their students.

Higher institutions like to regard their students as fully grown and able to look after themselves in most respects. A minimum of surveillance is provided; partly because this is easier, partly for the reason that youth must be trusted with some degree of self-management if it is to develop strength of manhood and womanhood.

But every now and then some sad event occurs which brings educational authorities up with a start. They realize that parents are looking to them to supply needful oversight over the health, the habits of study and the morals of sons and daughters.

If the average college or university fails anywhere it is not in exercising too strict control of students. To talk of them as men and women is highly complimentary—but they are not that. They need certain restraints and leadership. Otherwise they would not have enrolled for instruction.

ATTENTION TO STUDENT LIFE

A CHANGE of attitude toward student life has taken place in the past twenty years, according to President Lowell of Harvard, who illustrates his point with the fact that a dormitory for the medical school has recently been completed. "Twenty years ago," says President Lowell, "such a building would hardly have been considered seriously. The work of the school was regarded as limited to instruction in lecture rooms and laboratories, the life of the students being none of its affair. That idea, derived from the continent of Europe, was prevalent in all higher education except in the case of undergraduates in a few of the older colleges; but now we tend to think of man in his completeness, as an indivisible being, every part of whose life has a bearing on every other. We have learned, moreover, that he obtains his education not only from formal instruction by his teachers but also from discussion with his fellows. To throw students together in a community is now regarded as valuable from an educational as well as from a social standpoint; and within the last score of years colleges and universities all over the country have been building dormitories. It is interesting that this policy has extended to a professional school."

It is indeed interesting, and an encouraging sign of the times in which we are living.

HE KNOWS HIS PUPILS

A WOMAN who has two daughters in high school was talking the other day about the principal. "He isn't a flashy man," she said. "The pupils sometimes grumble at his rulings. But he seems to be personally acquainted with every member of his school and to take an interest in each one of them."

That is pretty high tribute.

Certain things about a school have to be done by a principal. If he neglects those things there is trouble. He must be a thorough organizer. He must be able to win the co-operation of teachers and students. He must possess sufficient judgment to maintain the respect of the school.

He could do all this without being a personal friend to every pupil. But he would miss the biggest opportunity which his work presents to him.

Boys and girls frequently need the sympathetic understanding and counsel of some one outside the home. A principal who shows a fatherly spirit can exert a wonderfully beneficent influence upon the young lives that come into contact with him.

When relationships such as these exist between principal and pupils, the school is apt to have a wholesome atmosphere of industry and self-discipline.

INDIRECT RESULTS

SOME subjects hold their place in the curriculum because of what they enable pupils to do. Others are entitled to be in the curriculum because of what they enable pupils to understand and enjoy, even though they may do them but poorly themselves.

Vocal music in the schools cannot hope to make more than amateur singers. It can and does—when well taught—give them some appreciation of songs rendered by others, and in some cases the aspiration to go further with cultivation of their own voices.

When it comes to drawing, opinions differ. One set of authorities declares in favor of art; the other in favor of plain, practical draftsmanship. To make draftsmen is all right if that be desired. But to make enjoyers of the beautiful—observers of grace in line and harmony in color—is to impart a lifelong legacy of joy.

The most practical of manual arts and vocational studies may be given in such ways as to possess cultural values.

Anson W. Belding

Associate Editor.

Art Appreciation in Massachusetts

By ROYAL B. FARNUM

Director of Art Education for Massachusetts

WHAT do we want our children to know about beauty? What should our future citizens know about art? The answer is found in the increasing number of art appreciation courses which are being introduced in our schools throughout the country. Mary is never going to be a painter. We know that very early in her life. But she is going to consume the world's goods and she will seek to beautify her home. Sam hasn't the talent to become a sculptor. But some day he will build a home, and perhaps be the deciding vote for or against a monument in his town. Training for discriminating taste in art therefore is a legitimate and essential part of the general education program.

Massachusetts is contributing wisely to this field of aesthetic and cultural endeavor. And why, indeed, shouldn't she, for where in these United States can be found richer opportunities for first-hand study of art expression of the very first order? Her museums house the finest of the world's paintings and sculpture and crafts; her churches offer exceptional opportunities in their chaste interiors and gleaming white spires; her homes present examples of the world's finest design in window, doorway, and garden; her squares and parks form wondrous settings for sculpture second to none in the world.

Thus it is that the girls of the Salem Normal School, under the understanding and wise guidance of Mr. Whitney, take appreciation trips about Salem, a veritable garden of art. They sketch as readily as they write, and far more effectively, and by the inductive method they learn of the great historic examples of past ages. And this is as it should be. Beauty is everywhere about us and only awaits our vision. History is only alive as it bears directly upon the present. Linking a Colonial gatepost with a Greek motif is training in true appreciation, for it combines understanding with both emotional and intellectual pleasure. What is more valuable in education than such a process and its attendant result?

In Boston large sheets of illustrations, with many half-tone reproductions on each sheet, depict the examples of fine craftsmanship in painting, sculpture, ceramics, textiles, silverware, jewelry, etc., to be found in the Museum. These illustrations form the basis of courses in art appreciation for the children of the public schools and are supplemented by the loan of lantern slides and hand photographs.

Greater Boston cities and towns likewise have developed their courses in appreciation. Wakefield, Revere, Milton, Newton, and many others are rapidly building their subject matter to permit of an increasing amount of time for this work. This is no less true throughout the state in Worcester, Springfield, Lowell, Haverhill, Lawrence, and many smaller places.

Too often art appreciation courses are limited to a short period a week on paintings, to the exclusion of all else. They become merely supplementary or finishing-off courses to the picture study of the grammar grades. While a knowledge of masterpieces in painting is well worth while and should be a part of the equipment of any well educated being, an appreciation of art course of greatest value should include also a study of art expression in many other fields. For art is not only worth while as a subject of information, it is a useful knowledge as well.

The underlying principles of art are equally necessary in all forms of expression. The order, variety, balance, symmetry, and proportion to be found in a fine painting are just as essential in one's dress and in one's home. These principles are no less important in all manufactured form, and the selection of home furnishings involves a use of them in both the selection and in the ultimate placing of the purchase. Our Mary, then, finds that her art appreciation course makes it possible for her not only to buy the new furniture with intelligent taste, but it helps her to arrange it harmoniously with other furnishings in the home. And Sam likewise applies a bit of his knowledge of historic architecture to the house he builds, and is able to swing the board of aldermen to his wiser way of thinking in the erection of the new war memorial.

These should be the results realized from effective courses in art appreciation, and with such a wealth of opportunity within her own borders Massachusetts must continue to be a centre of culture. Of course it is equally true elsewhere, this opportunity for real appreciative study, for there is no community without its art objects and its art applications. A walk down Beacon street in Boston offers unsual delights in wrought iron at door, gate, and fence; every Main street presents its own phases of beauty in some similar way in home or street or business block. Trained eyes and a trained taste will inevitably observe it, with pleasure to the beholder and with potential influence of great aesthetic and consequently practical value to the community.

In recognition of its importance the Massachusetts Syllabus on Art Education for Normal Schools emphasizes appreciation in its four objectives and under the fourth one specifically defines

it as "an understanding of the value and place of art in history and modern life."

A brief outline from the syllabus follows:—

"OBJECTIVE IV"

(An understanding of the value and place of art in history and modern life.)

Subject Matter.

(a) History of Art.

(b) The use of art in industry, business, and civics.

Modes of expression.

(a) Use of camera.

(b) Illustrated notebooks.

Method.

The Project Method.

"ART HISTORY AND APPRECIATION—TWO-YEAR COURSE"

1. Architecture.
   Ability to recognize general architectural types of different periods, with an understanding of their inherent beauty and their contribution to civilization.
2. Sculpture.
   Familiarity with masterpieces of sculpture of different ages, a general conception of their beauty, and some knowledge of the creators—their style, their times, and their country.
3. Painting.
   Familiarity with masterpieces of painting, an understanding of their beauty, and some knowledge of the artists—their style, their times, and their country.
4. Industrial Arts.
   Knowledge of the historical development of the decorative and applied arts as expressed in pottery, glass, textiles, metal, wood, leather, and printing; a general understanding of processes involved; and some knowledge of the master craftsmen of the world.
5. Civic Beauty.
   Ability to use design principles in the analysis of the more obvious forms of civic beauty and to make design applications in the beautifying of school grounds and the community at large, and knowledge of some of the great civic beauty centres of the world.

Would that the objective could be completely realized. It does offer, however, a mark at which the Normal Schools are aiming, and with her future teachers fairly well imbued with the principles of art, as they graduate and take up their professional work, there must come eventually a little higher order of taste and a clearer understanding of what really constitutes beauty in art among the citizens of the Commonwealth.

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FOR TEXTBOOKS

Men of Achievement—M. E. Fitzgerald

By JOHN G. WOLCOTT
Lowell, Mass.

"HOW do you do it?" Payson Smith asked Michael E. Fitzgerald, superintendent of schools in Cambridge, Massachusetts.

And the inquisitive increase in number. Why has Fitzgerald had so much success with the individual child? Why did a master of a large private school say Fitzgerald was getting ahead of the private school? How did Cambridge win the prize given by the American Child Health Association? Why is Fitzgerald chairman of the tenure committee of the Teachers' Federation? What qualification made the Massachusetts Association of Superintendents choose him as the man to defeat the worst legislation aimed at public education in recent years?

When Fitzgerald arrived in Cambridge he did away with the system of three promotions a year. Progressives thought he was reactionary, and said the individual child would not be graded as he ought to be. But the new sunperintendent wanted to know how a primary school child could be graded properly if his teacher did not have him long enough to find out what he was like. More important, Fitzgerald wanted to know how the teacher could do anything for the child unless she had him long enough. Everybody knew, said Mr. Fitzgerald, that good teachers could perform marvels with children in a room in which their own influence had full scope. His idea was to give the individual teacher a chance with the individual child. But the personal touch was not to stop here.

Some children had physical handicaps that nobody was taking care of. For tubercular children Fitzgerald opened special classes in which a thorough humanity was to be the main idea. These classes carry the children for twelve months in the year. When the State of New York sent a doctor to study results he said Cambridge had the only real open-air rooms in the United States. Fitzgerald was not done.

He extended the principle of special classes to include several types that are a by-word now in progressive education. Education was not to be measured in dollars, but in the development of the individual. Medical science should have an opportunity to do its human work. If an ill child was being neglected a nurse should go to the home, speak with the parents considerately, accompany the child to the hospital, remain with the child at the hospital to see that everything needed was attended to, and then take the child home. How different from the usual method of serving printed notices on parents and leaving the rest to them! Unusual things were accomplished in difficult cases, such as spinal curvature. This solicitude developed into a plan to provide for every physical emergency. When it was necessary the care of the child was continued by placing him in a special class. Then came a system of dietitians and matrons for all schools. Parents began to take notice.

With the increase of interest on the part of parents the superintendent took steps to help them to learn how right living was obtainable. "Parents' Night" at the high school, when mothers and fathers took the places of children in their seats, provided demonstrations of method. An enormous attendance put ordinary parent-teacher meetings to shame. Then the schools began to co-operate with public recreation departments, by furnishing buildings, teachers and matrons. National groups who had remained aloof from public schools came into the fold with a feeling that somebody was taking an interest in them as human beings. Fitzgerald knew what he was doing because several years before he had established in Boston the first educational centre for adults.

By this time the educational world was commencing to notice something unusual about Cambridge. Not only was success being made of modern ideas in special classes, children's museums and community centres, but more thorough standards of work had been established in the regular classes. Taking problem children away from regular teachers had reduced numbers and had given them time to accomplish things with ordinary pupils. A policy of watching closely the work of every pupil, part of which was accomplished by appointing four deans in the high schools resulted in a better showing in college board examinations. Now, most of the improvements in Cambridge could be traced back to Fitzgerald's original idea about freeing the teacher from the impediment of systems, and this consideration for teachers was a cause of another development in his career, a popular demand for his help in drawing up a new tenure law.

He thinks that a teacher who has served education intelligently for a good part of her life should not be left to fate in time of trial. More than a few times he has saved teachers' positions they found filled by others when they recovered from sickness. Then, again, Mr. Fitzgerald, a teacher himself, sees the danger of trumped-up charges by politicians. As chairman of the tenure committee of the Teachers' Federation he is advocating a change in the law.

Many teachers do not know the Massachusetts

courts have decided that school committees need not give accused teachers a public hearing. The teachers may have the hearing, but they need not have it. Such is the manner of legal thought in the situation. Fitzgerald suggests a system of arbitration, which is justified by successful trends in arbitration throughout the world. The teacher must be notified of charges against her. She may ask for a hearing before the school committee. She appoints a person to look after her interests; the committee chooses a representative of the committee. These two persons must choose a third person to consider the charges with them, but if they have not selected a third after thirty days, a state authority will appoint a third. Under this system of arbitration, bringing in three parties from different sources, no one source will prefer false accusations. Perhaps the reader can see a relation between arbitration and the answer to the question at the beginning of this article.

The most outstanding thing in Fitzgerald's life was the tribute paid to him in 1923 by the leaders of his profession in Massachusetts. In that year the Commissioner of Education called a meeting of the school superintendents of the state to protest against House Bill 943. A cry had been raised against "fads" in the schools, and several states had taken expenditures from the control of school boards. The bill in Massachusetts provided that city councils and boards of selectmen should name a limit for school expenses. Not only would this new law crush progress, but it would give members of city councils a bargaining power in the appointment of teachers. The bill had passed the legislature at two readings by a vote of 34 to 5, and it was hard to see how the third vote making it a law could be avoided. But it was not right to give up without a struggle. The superintendents gave the hopeless problem to Fitzgerald.

He has never completely recovered from the physical rigors of the fight he managed against the bill. With two other superintendents, Seth Howard Chace of Beverly and Charles S. Clark of Somerville, he sent out 35,000 editorials and hundreds of telephone messages and night letters. The traveling he did to remote parts of the state was not always comfortable. When the day for the final reading approached he concentrated at the State House. His training as a lawyer had convinced him that deeds are better than words, so he brought men who had done things in education to the legislators. No opportunity that he could seize was allowed to slip. During the last three nights of the campaign he got no sleep.

When the critical moment came, the proponents of the bill made harsh reference to Fitzgerald as a politician. Fitzgerald had induced ex-Mayor Adams of Springfield to conduct the opposition, a masterly stroke, because it meant his side would be handled by some one outside the profession of education and by some one who might well be considered a part of the political opposition. But the situation was so intense that Fitzgerald rose to speak. He had heard himself and his colleagues called politicians; he requested those present to listen to his side. He and his colleagues felt themselves the guardians of the children. They had devoted their lives to the children, and knew what the children needed. What they wanted was nothing political but the confidence of people in intelligent education.

His words were sufficient to make some of his strongest opponents admit the justice of his view. The final vote was a complete reversal of the others. In this greatest accomplishment of Fitzgerald's we see the answer to "How do you do it?" Fitzgerald's secret is his gift for winning the confidence of people.

Times Have Changed

By RUSTIC BARD

My Uncle Eben said to me:
The times ain't what they used to be.
From morn till night I held the plow
And slopped the pigs and milked the cow.
We didn't have much time for fun,
For father kept us on the run,
We made our sleds and other toys,
We was a busy lot of boys.

We went to school three months each year,
The master kept his birch rods near,
Our clothes were old and badly worn
From huskin' of the yeller corn.
We learnt to read and write and spell
And do our 'rithmetic quite well.
Now the children go the whole year through
Equipped with everything that's new.

There ain't no chores for boys to do,
They're always dressed in clothes that's new.
The girls doll up so very nice
They cost their dads an awful price.
We drove ox teams upon the roads,
We thought they hauled some fearful loads.
Now auto trucks go whizzin' by
With planks and lumber piled up high.

The world has changed since I was born,
But new ways I will never scorn.
I don't know where we'll land at last,
For everything is changing fast,
I somehow like the old the best,
Yet put the newest to the test
And am content to move along
And keep abreast the moving throng.

Americanization In Minnesota

By EDITH M. BRAND
Duluth

ABOUT ten years ago a movement known as the "Speak English Campaign" was started in the rural schools of St. Louis County, Minnesota. This work was rapidly organized, and in a very short time twenty-five hundred children were busy out of school hours teaching English to their little brothers and sisters, their mothers and fathers, their uncles, aunts, and neighbors.

When it is realized that possible 75 per cent. of the people found in the rural portions of St. Louis County are either of foreign birth or foreign parentage the opportunity offered for this type of instruction will be readily understood. In the course of two or three years practically all of the boys and girls attending the rural schools were enlisted in this project and were enthusiastic in a sympathetic way in helping the other members of their families to use the English language with greater proficiency.

The work done by this army of children under the direction of their teachers and supervisors in laying the foundation for future Americanization education in the county proved to be very valuable. It also emphasized in a marked degree the urgent need of English as a "home" language.

About seven years ago the "Speak English Campaign" was supplemented by a system of rural night schools or so-called citizenship schools, maintained at approximately forty places throughout the county. These night schools were, from their first inception, a marked success and an important factor in enabling the non-citizens of the county to secure a working knowledge of the English language, and to obtain a few fundamental ideas and ideals necessary to American citizenship.

The work of these citizenship schools was put upon a definite and concrete basis in the fall of 1922. At this time the six judges in the eleventh judicial district authorized the director of these schools in the county superintendent's office to outline and submit for their approval a course of study that could be used as a basis for citizenship preparation.

Experience through application proved the ideal course of study for the rural citizenship schools to be a three-year one in preference to the two-year one then in use. This change was effected, and the revised course was submitted to the United States Americanization examiner and the judges for their approval. After careful study and investigation it was accepted by them and placed on an accredited basis. Certificates were issued at the completion of each year's course. The final or third year certificate, a blue one, when presented in court is recognized by the judge in lieu of a court examination. This recognition on the part of the judges and the examiner has succeeded in placing the work of the citizenship schools on a standardized and worthwhile basis. The new citizenship feature in the course encourages many to attempt what they had before considered impossible. With the "blue certificate" as an immediate goal and citizenship in the United States as an ultimate aim, the people attending the night schools have been urged to make tremendous effort to complete the course. The attendance increased from seventy-two non-citizens to three hundred sixty-three, which necessitated an increase in the teaching staff of from nine to fifty-seven teachers. Of this larger enrollment only twenty-nine failed to attend the entire session.

During the first three years that the course was established one hundred eighty-eight of the people enrolled received their final certificates and have since been admitted to the full duties and privileges of citizenship. The instruction is conducted by the regular day school teachers since it would be impossible to bring strangers into the various communities to carry on this work both from a financial standpoint and from a social point of view. School is maintained three nights a week for a period of ten weeks in each community, or longer if desired.

The attendance at night school has been remarkable. Many of the people enrolled make extreme sacrifices to complete the course. There is a record of a man traveling forty-six miles each evening, three nights a week, to obtain his final certificate. A large number ride or walk a distance of ten miles. In several instances women have traveled on foot through the woods three or four miles each way to attend classes. The new citizenship ruling whereby a wife must obtain her papers independent of her husband makes night school attendance almost imperative.

The importance of this directed effort to a rural community cannot be overestimated. There are, however, some outstanding results which the past four years of experience have revealed. It provides social life for the people in the rural districts, which in turn develops a community spirit. It is quite natural under the circumstances that the school should become the logical community centre around which all these activities revolve. There are also some hidden purposes in conducting this type of training among these people. Unknown to them it is developing an understanding and appreciation of education. Their realization of the value and need of specific

training for their children is reflected in a unity of purpose in demanding better trained teachers, a broader course of study and high school training in their respective communities for their boys and girls. The night schools also give a true conception of American ideals.

Teachers' Retirement Allowances

By E. RUTH PYRTLE
Lincoln, Nebraska
[Chairman of the N. E. A. Committee of One Hundred on Teachers' Retirement Allowances.]

HOW to interest the teaching profession in the study of sound retirement legislation is the question confronting the teaching body as well as parents of the boys and girls these teachers serve.

According to the 1926 report of the Committee of One Hundred on Teachers' Retirement Allowances of the N. E. A, twenty-one states and three territories have state-wide retirement laws. Eleven additional states have state teachers retirement laws of limited application, effective in certain cities.

From the 1923 National Education Association Proceedings I quote: "A retirement system is a financial measure for increasing the effectiveness of a group of workers by promoting their financial welfare in a way which builds up a more loyal, more experienced, and more enthusiastic group. It benefits the employees by giving them financial security as to their personal future, and it benefits the employers through the increased effectiveness of the employees working under such conditions. . . ."

In the first place, it makes possible the removal without hardship of the superannuated, who constitute a very heavy burden. Retention of the superannuated employees on the payroll is injurious to an organization, not only because they continue to draw full pay for inefficient service, but also because they occupy the space and use the equipment which could be more profitably used by more effective workers. Moreover, young and ambitious workers find their promotion blocked by the retention of the superannuated, and frequently pass into other employment, to the great detriment of the service.

In the second place, the retirement system makes the conditions of employment attractive and tends to draw into the service persons of character and ambition. It is difficult to induce such persons to enter an employment with the intention of making it a life work unless they can feel assured that a lifetime devoted to the work will give them at least an adequate financial provision for their dependents and for their own old age.

In the third place, a retirement system which is soundly planned provides a strong inducement to continued service. It is especially effective in retaining persons of character, experience, and initiative. Such persons necessarily form the most valuable element in any service, yet they are the very ones most difficult to retain in a salaried employment. There can be no doubt that the conditions, which a scientifically planned retirement system will remedy, are prevalent in our public educational system. It is a matter of common knowledge that while the work of education makes a strong appeal to many who have the desired qualities of mind and character, the number who actually make teaching a life profession is small. In almost every other walk of life it is common to find persons of distinction who have been valuable teachers, but have been driven from the teaching profession because they could see no way of providing for their own old age or for their children and dependents in event of early death. Wherever a careful examination has been made it has been evident that there is a great amount of superannuation in the teaching profession; that the number of men employed in the profession has been constantly decreasing for many years; that the proportion of experienced teachers is low, and that the turnover in employment is very great. The cost of training teachers is high and is borne by the public, yet the average time teachers remain in the service after they have been trained is short. These are undesirable conditions which a properly designed retirement system can remove.

A retirement plan has recently been put in effect for the National Education Association staff which is a type that could be modified to suit the local needs in any state contemplating retirement legislation.

The great obligation of the college is to inspire men to think rather than to tell them what to think. —Ernest Martin Hopkins.

Where Should Safety Education Begin?

By THOMAS F. POWER
Assistant Superintendent, Worcester, Mass.

ONE who has studied the safety movement in America must acknowledge indebtedness to industry for the conception and development of the idea. The interest of industry in the safety movement supplied the urge which has culminated in the prominent social position that this subject commands today. I believe it can honestly be said that the interest of industry and of the National Bureau of Casualty Underwriters has done more than anything else to concentrate the mind of the American public upon the need of conserving human life and physical property. Their promotional work and the efficiently systematized studies of results of activity in industry are responsible, in a large degree, for the fact that Safety Education is required by law in fourteen states and is more or less carried on in 275 school systems. Of these, 206 make it a portion of the regular school subjects, such as language, civics and health; 82 teach it is a separate subject, on the schedule, like any other subject; 125 carry it on through Junior Safety Councils, civic clubs, etc. Only 17 reported that they carry it on in the kindergarten. It is carried on in the junior high schools in 215 school systems; in 129 as a part of the regular subjects; in 27 as a separate subject, and in 64 by clubs, drives, assemblies, lectures, etc. In 143 systems it is taught in the high schools; 85 teaching it as a portion of the regular subjects, 17 as a separate subject, and 45 through incidental means, such as lectures, clubs, drives, etc.

I am assuming that all of you are generally familiar with the tremendous financial cost of accidents in the home, on the highways, and in industry. You have experienced personal shock, as I have, when you read the national statistics showing the enormous slaughter of human life annually upon our highways. I assume that you are also familiar with the continued rise of the graph curves for the causes of this social wastage of the day, and are familiar with the continued rise of the graph curves of the aggregate figures as they effect humanity. You have been sold to the need of safety education from those points of view, points with which you and I are familiar from our studies in accident prevention.

The more intensively I studied the subject last year, the more convinced I was that here was a fine, fertile field in pedagogy and psychology which educators had not been cultivating; and today, after a year and a half of intensive work in the field, I am more convinced that school men, generally, have been missing some of the finest sources of new, fresh material in which the interest element is present. Here is a rich field from which we may draw material within the experiences of the child, thus satisfying a sound principle of psychology. I am not alone in this view. Some of those who have examined the contribution in safety education of the Worcester School Department have expressed the view that classroom procedure, the subject matter of education, the devices and methods for putting across the principles of education are abundantly illustrated in the variety of material which constitutes that course of study.

Why should the schools be interested in education for safety? Why should safety education begin in the schools? The briefest answer that I can make to this question is found in an analysis of the causes of accidents. When a school man analyzes and classifies the causes of accidents he must necessarily conclude that these causes have to do with the subject matter of education. Bear with me for three minutes while we group the causes.

They may be grouped under the heads of ignorance, bad habits, and dangerous inherited tendencies. These three classes of causes have been and are the causes of thousands of accidents yearly. Work in the educational field has to do with combatting ignorance, bad habits, and dangerous inherited tendencies.

Let us take the first one—*ignorance*. Because of the complexity of modern civilization this might be considered the greatest cause of the three. We cannot dispense with those influences which have made life more complex. We must keep up with the progress of science by combatting ignorance through the dissemination of information. This is, primarily, the field of education. We must prepare the children for the complex life into which they must fit as children and as adults. Society in this respect again is bringing about a changing conception of a public school education. When we combat ignorance we supply knowledge. Knowledge may be gained from experience. As I have said before, an examination of the material of safety education convinces a school man that there is abundant material to draw from within the experiences of children. This material can be made practical and useful to the end of developing a consciousness of safety, supplying conclusions and right principles of conduct. All of this is more valuable than mere abstract principles. Here, again when we supply knowledge to combat ignorance, which we have agreed is a cause of accidents, we are dealing with educational material.

The second cause, *bad habits*. Education has

always attempted to offset these whether they be of the mind or of the body. Bad habits in respect to causes of safety may be due to many things—the home, the neighborhood, the larger community, the age of the child, or the peculiar organization of the stratum of society in which that child lives. An analysis of the report of a municipal health department, or of the state commissioner of public safety, or of the National Board of Casualty Underwriters, or of any such segregated and detailed report presents sufficient evidence of bad habits in the homes, on the highways, in the playground, or elsewhere. Now training any individual in correct habits of safety, whether it be the first safety habits or the correction of wrong habits, involves virtually the same principle as is involved in training for any other kind of habit formation. There is abundant material found in the lives of children for such practices. We can draw upon the experience of the home, the school, the playground, the way to and from school, for real material within the experiences of children; and when we are drawing upon the experiences of the individual who is taught we are using a sound educational principle. When I undertook the beginnings of the introduction of this work into the school system I decided that occasional lectures, assemblies and even drives would not be productive of good results as the teaching of safety through the regular subjects, such as language, civics, history, arithmetic, drawing, handwriting, hygiene and the sensory-training work of the kindergarten. Speaking of habits—they are not formed except by repetition and practice. Hence, the value of putting safety education into the regular subjects of the curriculum as opposed to the practice of teaching it incidentally and miscellaneously through drives, lectures and assemblies. By repeatedly directing the minds of pupils to safety devices, methods, and principles, we can expect habits to be formed, a consciousness developed and a keener alertness of the mind. There is no need here to go into the details of the procedure involved in developing habits. Of this I am convinced, namely, that the material for such adaptation can be found in the material of safety education, and this material does lend itself to methods and devices of habit formation as required in the psychology of education.

The third cause, dangerous *inherited tendencies*. One aim of education is to control such tendencies. Uncontrolled individuals or instincts of play, or uncontrolled articles have been and continue to be causes for accidents. From time immemorial the control of such inherited tendencies has been a prime function of education. It is not controvertible. When such an analysis of the causes of accidents presents such sound educational material we have our answer to the question, "Where Should Safety Education Begin?" We are working to create attitudes of mind. Such attitudes, if formed early in life, may be the basis of all future conduct. Attitudes may be built up from experiences within the children's activities. They may be formed from the subject matter of the regular subjects of the schools. Since the material is there for forming right attitudes and since it does satisfy principles of psychology and education, I believe that safety education may rightly be part of the curriculum of schools, and should have part in the social effort of conserving human life and physical property.

Any attack upon these causes of accidents might safely be made upon the affirmative side. There is no basis at all for possible criticism that such instruction must necessarily be negative. In teaching how to face danger, how to avoid danger, how to control the body, or any agency within control of the mind; in teaching the development of positive habits; in teaching self-control, our instruction can correctly be positive or affirmative. It need have no concern with instilling fear into an individual; it need take away none of the joy of living, it merely presents safety as a means of enabling an individual to enjoy the greatest venture of all ventures, namely, the adventure of living.

I have said above that all educational endeavor is concerned with the formation of habits, mental attitudes and the combatting of ignorance. Specifically talking, we can go into the field of safety education for samples of such endeavor. The objectives of safety education, involving, as they do, social and economic values of a high and comprehensive nature, justify the placing of safety education in the schools.

HOW CAN THE OBJECTIVES BE OBTAINED?

If we begin with the kindergarten, we find the sense-training activities of safety education. In this grade there is a rich field to draw upon—the actual experiences of the children. We can train the sense of color; the ready articulation of the body to the mind; we can develop the beginnings of a consciousness against danger; we can supply information for practical daily use.

In the primary grades, 1, 2, and 3, we can continue this sense-training of the kindergarten and go on into the book material of these grades. There is ample opportunity in the stories read, the continuance of handwork, the beginnings of language work to supply information, develop mental attitudes and produce a consciousness of safety.

In the upper grammar grades the more difficult subject matter lends itself even more intensively to the objectives and the practices of safety education. Arithmetic is the very easiest vehicle for putting across the need of care; civics affords an abundant field for bringing home a consciousness of the many attempts to conserve life and property; history is full of the science of man's progress and the development of inventions for the conservation of human energy and physical property.

And so it goes through all the subjects of the curriculum.

AND WHAT AVAILS ALL THIS TRAINING?

Does it not seem logical that children who have been fortunate to have such training will develop into more intelligent units of society? Will they not be more careful and cautious of themselves and others? Will they not have a higher regard for physical property? In this respect, perhaps, they will be more valuable workmen. More valuable workmen have a very important and economic effect upon the cost of living, because they help to keep it down by eliminating waste. Here is the sociological result from the industrial attempt to organize for safety education. A happy employee from happy home conditions, working under happy conditions, should produce more. Insofar as we engage in preventing accidents we are carrying out humanitarian duties. In a large sense, then, the work is humanitarian. In conclusion, it is economically necessary and sound, sociologically desirable, and, finally, it is a humanitarian obligation.

The Work of the Coaching Teacher

By SAMUEL ENGLE BURR

Director of Research, Lynn (Mass.) Public Schools

IN THE December 5, 1927, issue of the Journal of Education there appeared an article by the present writer, under the title "Ideals in Pupil Classification." In the course of the article attention was directed to the necessity for coaching teachers in an ideal system.

Since the writing of that article a coaching teacher has been introduced into one of the Lynn elementary schools.

This school has five first-grade classes, four second-grade classes and four third-grade classes. The total enrollment of these thirteen rooms is 525 pupils. In accordance with the state law these classes do not include any pupils who are retarded three years or more, mentally.

The coaching teacher has now been functioning in this school long enough to have demonstrated her importance. As a matter of general interest the regulations governing her work are presented below.

It should be emphasized that this is not an experiment. Although the coaching teacher in this case has been functioning for only a few weeks, her value is already apparent. The writer employed such a teacher in another school system for the two years preceding his coming to Lynn, and found that the results attained were very noticeable.

The regulations follow:—

REGULATIONS GOVERNING THE WORK OF COACHING TEACHERS

Compiled by the Director of Research in Conference with the Primary Supervisor, Lynn Public Schools.

For the present the coaching teacher will deal only with pupils of Grades 1, 2, and 3.

A. The purposes of the coaching teacher's work.

1. With pupils capable of normal progress.

The work of the coaching teacher is designed to provide help for those children who are not up to grade in one subject or in several subjects, but who have the ability to profit by special help.

It is expected that the coaching teacher will accept such pupils and will give them extra help until they are ready to progress normally with the remainder of their class. At that time she will notify the classroom teacher that the pupil is no longer to report for special help. The classroom teacher will then make every effort to keep these children up to grade in the work of all their subjects.

2. With pupils not capable of normal progress on a grade level plan.

With mentally retarded pupils the coaching teacher will serve as a "special class" teacher for short periods each day. She will also give extra instruction to those first-grade pupils who have been too immature to fully profit by the classroom instruction.

B. Types of children to be helped by the coaching teacher.

1. Those pupils who are retarded because of absence.

Pupils who have been absent from school on account of sickness or for any other reason and who have missed the explanation of some essential facts should be sent to the coaching teacher for this help. Caution—do not overload a child who has not fully recovered his strength after a serious illness.

2. Pupils who need additional drill.

These pupils have been present in the classroom, but they have not profited sufficiently by the presentation and by the drill which they were given. They need extra drill in order to fully comprehend and to assimilate

the material which is presented. Ordinarily these will be border-line pupils whose promotion is in doubt, but whose promotion can be assured if they receive the help of the coaching teacher.

3. Children who do not fit into the usual group instruction.
   Quite often there are children who are so constituted mentally that group instruction does not seem to reach them. On the other hand, a few minutes of direct, concentrated, individual attention will get this material across to the child and he can go ahead with his class.
4. Children with special subject difficulties.
   There are pupils in many classes who are poor in some particular subject. Usually this is because they are not well grounded in the subject. For example, a third-grade child may have difficulty with writing because he did not learn proper writing habits in the first and second grades. The coaching teacher will be able to provide the basic work which will enable children with special subject difficulties to catch up and go ahead with the rest of the class.
5. The coaching teacher will also handle groups of primary grade mentally retarded children and immature children.
   Groups may be larger in these cases. She can handle ten at a time and they can report every day.

C. Procedures, methods, materials, place of instruction.

1. Once each week each classroom teacher being served shall send to the principal a list of pupils whom she desires the coaching teacher to help during the coming week. In each case the classroom teacher shall submit a written diagnosis of what she thinks the pupil needs. The coaching teacher will keep this written record and at the end of the week will report back to the classroom teacher. If the pupil needs attention for more than a week the coaching teacher will notify the classroom teacher that the pupil is to continue to report to her.
2. The coaching teacher should keep in touch with what is being done in the classrooms by frequent visits.
3. The classroom teachers should suggest the remedies as well as the difficulties in recommending pupils for help.
4. The classroom teacher should suggest the time of day when she can best spare the child from her classroom.
5. The primary supervisor will confer at stated times with the coaching teacher, checking up on her progress and on the work being done.
6. The coaching teacher will keep a record of her work throughout the year. At the end of the year she will submit to the primary supervisor the following report:—
   a. The total number of different pupils who have received help.
   b. The number of these pupils who have been promoted, either regularly or on trial.
   c. The number of these pupils who have failed of promotion.
   d. The per cent of pupils helped who have won promotion.
   She will also submit a narrative report regarding the work that she has done.
7. The coaching teacher and the building principal will decide upon the place to be used, and the teachers being served will be notified as to where pupils are to be sent.

D. Use of time.

1. For normal pupils.
   The coaching teacher will deal with groups of from one to six normal pupils, depending upon the number who need the same type of instruction. It is advised that she should never deal with a group of more than six normal pupils.
2. For mentally retarded and immature pupils groups as large as ten can be handled.
3. The normal pupils will receive the coaching teacher's instruction for a short period, usually fifteen or twenty minutes, and never over a half-hour. This applies to the instruction in any one subject. Some children, of course, will receive instruction in more than one subject.
4. For mentally retarded and immature pupils periods of a half-hour or slightly longer are recommended.
5. Normal pupils will report to the coaching teacher not more than three times per week for any subject involved. The coaching teacher will decide whether the pupil should report once, twice, or three times per week. The endeavor should be to keep the child out of his regular classroom for as short a time as possible. Mentally retarded and immature pupils may report daily.
6. The coaching teacher will assign home work of a drill nature to be done by the child throughout the week. She will use her discretion as to the amount of home work to be done. Home work should not be stressed so much with mentally retarded pupils as with normal pupils who are attempting to catch up.

Arthur Brisbane in his famous "To-Day" articles says there are ten thousand teachers in Spain whose wage is not more than fifty-eight cents a day.

Seerley and His College

By E. L. HENDRICKS

President, Central Missouri State Teachers College, Warrensburg

[Dr. Hendricks made an official inspection on behalf of the American Association of State Teachers Colleges.]

HERE is a plant costing two and a half million dollars, with an annual income of over one million dollars. Here is a campus of eighty acres, and forty more have been given the president recently for a golf course for himself and faculty. Here are enrolled 6,000 students of Nordic stock under direction of 200 faculty members.

I first visited it in 1915 and again this year. I secured from its twenty-four buildings some suggestions which have been incorporated in the building program of Central Missouri State Teachers College.

The library building now houses 100,000 volumes besides a museum and a beautiful art collection. Five mural paintings on the walls of the reading room have been finished recently at a cost of $15,000. I returned to this building just before leaving, in order the better to remember its beauty.

A campanile with fifteen bells in its chimes has been erected recently by alumni and friends at a cost of $60,000. What a splendid gift! What a treat to hear the bells play Schubert's "Serenade," or "The Star Spangled Banner"! And beside the chimes at quarter-hour periods, a half-hour is given to tunes at morning, noon, and night.

There is a well-equipped hospital with its skilled physicians and three trained nurses.

The girls' dormitories are among the best in our land, and present every convenience to over 500 girls. A home on the campus is also kept by girls who specialize in the household arts.

A pre-school is another interesting feature on the campus. Here are the tiny folk, too young for the kindergarten. Here are provisions for their work and play, food and sleep. Mothers come, too, at intervals for lessons on how to care for children. The Parent-Teachers Association meets in this building. But when will public education set boundaries to its field of action? If we begin with the babe and continue through the junior college now, what will be the limits in another century?

One should meet also the genial and efficient architect who gives his time to the building program of this college. I met his plumber and some of his carpenters who have their shops on the campus. A railway extends into the heart of the campus for the transporting of building material and fuel. Furniture, desks, cases, picture frames, etc., are all manufactured on the grounds. The college is a city. Many of these workmen have co-operated twenty years in building it, and are proud of their work.

But the man you most desire to meet is the president of the college, for under his highly efficient direction has this development taken place. This man is Dr. Homer H. Seerley. He has been president forty years. And although eighty years of age he gives every indication of being good for another forty.

When the spotless robe of administrative authority fell upon President Seerley it touched nothing less spotless than itself. He is the great Teachers College of America. His school plant embodies the ideas of many school plants and his mind is the combination of many administrative minds. Iowa will always be a greater state and its citizens better men and women because of his leadership.—Cedar Falls Daily Record.

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My Creed

By S. E. KISER

This is my creed: To do some good,
  To bear my ills without complaining,
To press on as a brave man should
  For honors that are worth the gaining;
To seek no profit where I may,
  By winning them, bring grief to others;
To do some service day by day
  In helping on my toiling brothers.

This is my creed: To close my eyes
  To little faults of those around me;
To strive to be when each day dies
  Some better than the morning found me;
To ask for no unearned applause,
  To cross no river until I reach it;
To see the merit of the cause
  Before I follow those who preach it.

—Exchange.

Personal and Professional

HARRY E. STONE, dean of men, West Virginia University, has developed an important program of personnel work. A "Time Accounting Sheet for Freshman Men" is used effectively with entering men. A new "Personal Quality Blank" for rating men has been devised. It increases the number of ratable qualities and substitutes descriptive phrases for such terms as "weak," "average," "good," and "exceptional." It calls for a rating on reliability, mental calibre, industry, forcefulness, command of English, personal appearance, and agreeability. When Professor Stone came from Erie, Pennsylvania, in 1922, as dean of men, intelligence tests were given to all freshmen. In 1924 every freshman man was required to fill out a personnel record in Dean Stone's office. This practice has continued, and these forms have been of great service as a basis for personal interviews, in answering inquiries from many sources, and in supplying information to instructors, class officers, deans, and to the president. Since 1924 weekly guidance conferences have been continued. A larger use of student leaders and a more direct attack on freshman problems have characterized these meetings. Additional occupational, educational, and personal guidance has been given through occupational leaflets, on careers which a survey proved of greatest interest to University men, and through a series of "Letters to Freshmen." Greater interest in the library and particularly in those books that relate to vocations, college life, methods of study, and college problems has been reported by the University librarian as a result of these interviews, conferences, letters and leaflets.

THOMAS D. WOOD, M.D., Teachers College, New York City, chairman of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, which has already issued seven highly valuable reports which have had a combined circulation of more than a million copies, is in a class by himself in scientific professional medical service to Americans of all classes in all sections of the United States.

FELIX M. MASSEY, dean of men of the University of Tennessee, has been appointed specialist in the Land-Grant College Survey being conducted by Dr. John J. Tigert, United States Commissioner of Education. Selection of Dean Massey to participate in the work of the survey was made because of his wide experience in student relations and welfare, which will be the subject of particular study in the land-grant colleges. He will deal especially with housing and feeding of students in the colleges, health service and regulations for them, athletics, student organizations including fraternities, discipline, loan funds, chapel and general assemblies, placement of students in jobs during and after attendance in college, and educational and vocational guidance work for their benefit. Dr. Tigert has had remarkable success in the selection of men and women to achieve notable results in all phases of the work of the Bureau of Education.

ARTHUR CARY FLESHMAN, professor of psychology, Converse College, Spartanburg, S.C., is one of the exceptionally vitalizing thinkers of the day. We are interested to see to what extent his scholastic thinking can be carried over into professional mass production in thinking. He has published three books, the latest of which is "Human Thinking," Piedmont Publishing Company, Spartanburg, S.C. We quote sample sentences which throb in type as naturally as the heart beats in a body weighing ten pounds or three hundred pounds.

"The deepest problem of the human soul is to think how the thinker thinks things unthinkable." "Reasoning is thinking with a specific technique." "In Socrates the human mind burst forth in thinking. From this time on man became a thinker." "Thinking arises in some problematical situation." "The thinking that I am interested in is thinking that hitches itself up to subject matter." "It is more valuable to teach by outlining than to teach by an outline."

J. A. BEATTIE, Lincoln, Nebraska, whose service to humanity has rarely been equaled by men of his years, received an appreciative recognition by The World Call of St. Louis in its January issue. We have known him intimately for nearly half a century, but there are facts in H. H. Harmon's article that we had forgotten if we had known them. He prepared for college at Bethany, West Virginia, graduating in 1873. He and Champ Clark were honor members of the class. He received his Master's Degree from Hiram College when B. A. Hinsdale was president. Later the college conferred upon him the LL.D. degree.

Dr. Beattie has been president of Bedford College, Bedford, Indiana; Oskaloosa College, Oskaloosa, Iowa; Hiram College, Hiram, Ohio; State Normal School, Peru, Nebraska; Eastern Oregon State Normal School, Weston, Oregon; superintendent of city schools, Ashland, Ohio; and vice-president of Cotner College, Bethany, Nebraska. He is today a speaker of rare effectiveness on any occasion.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Price of Carelessness

The morning of the great day dawned at last. At nine o'clock sharp the Junior Athletics were to settle the great question that all that summer had hung over the sporting world of Abbey Centre. Could the Junior Athletics defeat the Rangers as they had defeated every other nine during the long season? The whole of Abbey Centre said they could, but the whole of Rangerville said they couldn't, and both sides said their say with so much vigor that the field of action roared like a battleground. "Where is Bill?" asked the captain of the Abbey Centre team. "He ought to be here by this time." "I hope nothing has happened to him," said the first baseman. "It's goodnight without him. There isn't another fellow in Abbey Centre that can stop this hard-hitting bunch from Centreville.' "Bill's such a careless chap," said the shortstop. "Like as not he has got himself run over or come down sick from eating green apples." "Play ball!" yelled the umpire. "Play ball!" yelled the crowd. "Play ball!" shouted the captain of the Centreville team, but the Junior Athetics remained where they were, anxiously watching the road for the coming of their pitcher, the unbeatable Bill, whose arm could fan rival batsmen as fast as they could stand up to the plate. Five minutes ticked slowly away, and the cry of "Play ball!" rose on all sides. "See here!" yelled the umpire, "I'll give you one minute to get into action. At the end of that time the ball is going over the plate, whether there is a man up or not."

Just then the red cap of Bill was seen far away across the street, bobbing up and down, as its owner trotted towards the field. "Thank goodness he's alive, anyway," said the captain. "Bill!" yelled he at the top of his voice, "Look out for that truck!" But Bill, with his head down, was charging right across the street, as though autos did not exist about him.. It was over in a second. There was a scream, a confused cry from hundreds of people, then a surging of a black mass of humanity into the street. Here and there a woman fainted and a strong man turned away a gray face. "Is he—is he dead?" asked the captain of the officer who had pulled Bill's body from under the truck. "Dead," said the officer. "Bill's dead," ran through the crowd in an awed whisper. "The pitcher's dead!"

Of course, there was no game. How could there be with Bill dead on the field? And the question as to the best team was never settled, for somehow Bill's friends lost their interest in the national game and the Junior Athletics ceased to be a power in athletic circles.

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Ledges

Many years ago workmen left a ledge of rock beside the track. The wheels of swift engines ground past it and engineers looked down upon its jagged top, but the people in the coaches only knew that as they passed it a darkness swept in upon them.

Now space is needed for new tracks and the old ledge must disappear.

Yesterday workmen swarmed out upon it, driving steel drills into its stubborn rocks. Today mighty charges of dynamite will blast it into bits, and tomorrow the ledge will be loaded onto flat cars and hauled away. As I watched the workmen driving the steel drills slowly into the rock it came to me that I was witnessing in the physical world what happens very, very often in the spiritual world. Each one of us has left, somewhere in our make-up, a ledge of prejudice. It is a very hard and cruel ledge, with jagged thoughts and rough opinions, and it towers along the highway of our thoughts, darkening them as they pass, and threatening to tumble down upon them.

With some it is a ledge built up of old religious prejudices. Upon it stands an ungainly church; across the door is written: "The Church of John So and So. Either enter into or be condemned forever to John So and So's particular place of punishment."

With some it is a ledge built up of racial prejudice. Upon it stands a statue of John So and So; under the statue is chiseled the words: "John So and So, the only man of the only race that is fit to live upon this earth."

With some it is a ledge built up of the prejudices found in pride. Upon it stands the head of a man hewn out of stone. It is a most peculiar head, for the eyes and forehead and chin are barely formed, but the nose is beautifully done with a tip that curves up to the sky like a stubby sword. Under the head is chiseled the words: "The head of John So and So, whose upturned nose distinguishes him from all the rest."

Beside these ledges there are many others, for prejudice is very, very common in the human soul. Wherever it is found it forms an obstacle to progress. Each one of us should busy ourselves in its destruction, boring deep holes into its sides with drills, armed with the diamond points of facts, and exploding in each hole a mighty charge of that most profound explosive,—human reason.

The Golden Lamp—Part I

"I have given you a golden lamp," said the master. "You will find oil for it where men toil the hardest, you will find a wick for it where men dream the fairest dreams, and you will find a light for it somewhere in the service of another. Go, therefore, and light the lamp I have given you." Ben Adhem heard the words as a distant thunder that seemed to roll down to him from the high peaks. "Surely," he said with bowed head, "whoever speaks cannot mean for me, for I am only an humble walker on the hard trail to happiness.'" "You are the man," said the thunder. "Go forth and light the lamp. Seek and you shall find as I have told you, and let this be a sign to you, as your heart softens toward your suffering brother, so shall your lamp be filled, and as you ease the burden that he bears, so shall the wick be lengthened." Ben Adhem pondered long, sitting on a gray rock in the wilderness. "Oil I shall find," he said to himself, "where men toil the hardest. Therefore, it is plain I must go down into the pits where my brothers turn the dark mud over and over, seeking the diamonds that are hidden there." It was hot in the diamond pits and the mud clung to the workers and to Ben Adhem, as though it would hold them down, and when a worker fainted Ben Adhem lifted him up and carried him to the shade, and when men thirsted he brought water from the distant stream and when they would have gladly died he said comforting things to them, and, as he toiled, a great peace came over him, and in that peace he knew his lamp was full of the promised oil.

The Golden Lamp—Part II

Again he sat in the wilderness on the gray rock. He recalled the words of the distant thunder. "You will find a wick for your lamp where men dream the fairest dreams." "It is plain," said Ben Adhem, "that men dream the fairest dreams when the heart is purified with labor and the soul beholds within itself the spirit of the Most High. Surely God sets an example to me in the service of his hands in the fields, in the markets, in the valleys and on the high hills, for there God dreams the fairest dreams. Therefore, shall I go back to the

diamond pit and plan how best to help my brothers as they toil." It was still hot in the diamond pits and the mud still clung to the hands and feet of the workers, and Ben Adhem toiled often with fainting heart, doing the same service today that he did yesterday, forever lifting up the weak and encouraging the strong, and, in time, men began to lift up their heads, and behold the stars by night and the clouds by day and the passing of the birds. As Ben Adhem saw the change he toiled in a great calm, in which it came to him that his lamp had in it the precious wick he sought.

Again Bed Adhem sat on the gray rock in the wilderness. There was thunder rolling on the distant peaks and soft lightning that shaped itself into a thousand silver tongues.

"Ben Adhem," came a voice, "enter thou into the keeping of thy spirit, for thou has been faithful in small things, out of which great things are made. Thy lamp is lit. It has been set above the heads of men, even on their foreheads, where, as they dig in the pit, it shows where the pick shall strike and the shovel dig. No day shall pass but some soul shall call you blessed of the Father."

Ben Adhem heard the voice and smiled. He was very weary and the weight of his hands oppressed him, and his feet wished to follow him no more, but the stars brightened and a lark sang on the long hill, thinking it was the dawn of another day.

A Riddle

I wonder how many girls and boys can solve this riddle. After the story is read to you you may have it read again if you desire, then you are to write down on paper just what you think the riddle means.

In the days when the world was very young the Great Spirit wished to send among the sons of men a spirit-like teacher who should lead them away from savagery and instruct them in the lovely art of being kind to one another. In order to bring this teacher into the lives of all men the Great Spirit cunningly hid it in a number of natural objects. He bent down over a bed of reeds on a river bottom and said: "When the wind blows, teach men to be gentle and kind to each other," and at once the reeds shook their glistening leaves and were glad; then the Great Spirit went up on a mountain side and hanging like a veil of mist over a huge pine tree, said: "In the early morning and all day and through the night teach men to be gentle and kind to one another," and at once the pine tree shook its little sharp needles and was very glad; then the Great Spirit hovered over a bird that stood beside its nest in an apple tree and said: "To you I give a special mission. Fly on your fleet wings here and there over the earth, teaching men to be gentle and kind to one another," and the little brown bird lifted up his head and was very glad. Then the Great Spirit flew into the soul of a silent dreaming man and said: "Friend, write down thy dreams so that through them other men may learn to be gentle and kind to one another," and the silent, dreaming man did as he was bid, and he, too, was very glad. Then the Great Spirit came into the heart of a man who sat in the sun, making beautiful things with his skilful fingers. "Take the hollow stem of the reed," said the Great Spirit, "and the shaking needles of the pine tree, and the voice of the bird, and make of them a fit abiding place for the beautiful dream of the silent man."

So the skilful fingers of the artist in the sun fashioned a house for the dreams of the silent man.

Now here is a most peculiar thing: The dream is only in its house when it is out of it, and only out of its house when it is in it.

What, then, is the spirit-teacher that goes about making men kind and gentle to each other?

Answer: Music. The reed is the flute—the pine needle the vibrating tongue—the voice of the bird, the musical note that results; the dream of the man, a musical composition.

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EDUCATION IN ACTION

Would Not Give Youth Its Fling

Denouncing the present tendency to let "youth have its fling," Dr. Samuel S. Drury, headmaster of St. Paul's School, Concord, N. H., urged that college boys be restricted. "There seems to be a need for a little keener restriction in college today," said Dr. Drury. "There is no time when a man is as free as when he is in college. I do not think that youth should have its fling. I am in favor of a closer restriction of the young life at our colleges. I would like to see a keener intention on the part of all those who teach our boys. Many college boys don't know why they are there. They are duped by a certain lust of finishing. The country needs leaders. We need the person who is going to batter out his own way. The real thing the college exists for is to build up in its students the disposition for duty."

New School Plan Excites France

In putting before Parliament his proposal to make secondary education free in France, as primary education long has been, Edouard Herriot, Minister of Public Instruction, has brought both subjects suddenly into the realm of current political issues—the schools directly, the church indirectly. Ever since the early days of the Third Republic the problems as to what to do with the schools and the church have held fairly secure places in the forefront of public affairs. They have provoked some of the most notable political struggles, and revealed in sharp and eloquent fashion the alignment of social groups that has made modern France what it is. The plan to make secondary education free is regarded by some as a blow at the influence of the clergy; for if the people of the middle class could send their sons to the lycees without cost they would be far less likely to send them to the private sectarian schools. Another objection to the Herriot scheme is that it would tend to lower the standard of education, adapting the work of the schools to a single basis—the same for those preparing for the university as for those destined to earn their livelihood by manual labor—and thus imperil the future cultured classes of the country. There are approximately 1,000,000 fewer children of school age in France today than would have been the case had there not been a war. Teachers in schools and universities especially plead for broader opportunity based purely upon scholarship. Notable steps in this direction have been taken by the establishment of prizes, which enable some gifted pupils who lack financial resources to continue their education. M. Herriot has expressed the desire "to replace the idle sons of the rich by the laborious sons of the poor among the 150,000 pupils in the secondary schools." He would not, presumably, bar the studious sons of the rich, nor would he favor the idle sons of the poor; rather would he make scholarship and not wealth the basis of entrance into the privileged and limited class of those enrolled in what correspond broadly to American high schools. This basis is now partly one of wealth. Only those pupils whose parents can afford to pay the fees may hope to continue their studies in the colleges and lycees which lead to the university and the professional schools—unless, that is, they win one of the scholarship prizes. The fact that there are only 150,000 pupils enrolled in the secondary schools in a nation of 40,000,000 indicates how small is the proportion of young Frenchmen who partake of the benefits of higher education. There certainly are many more who merit further training than that of the free primary schools, which the pupil usually finishes at the age of thirteen.

Siamese Prince To Study Here

Tong Ti Kayou, fifteen-year-old nephew of the King of Siam, landed in New York recently on his way from Paris to San Francisco to carry on his education. He has completed three years in French schools and will study one year at Bates High School in San Francisco. He said, when interviewed, that he didn't know just how good are the scholastic baseball players on the Pacific Coast, but within a year he hopes to top them all. He wants to learn baseball and to excel in it. The material elegance with which Oriental potentates are supposed to surround themselves was lacking in the prince. His entourage consisted of a Mme. Malcolm Beranger, his chaperon. His clothes were entirely occidental. The prince's American education is part of the Siamese move to bring the Land of the White Elephant parallel to American and European civilization. The prince's father has extensive commercial interests in Siam and is preparing his son to carry on in occidental business methods.

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BY BERTHA B. AND ERNEST COBB
THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

May Abolish Honor System at Yale

Yale's honor system may be abolished as the result of a referendum to be held immediately after the mid-year examinations, according to an announcement made by the College Student Council. A resolution drawn up by the council accused the students of "failing to express in any appreciable numbers their disapproval of cribbing." It was also said that "the separate pledge on each paper is no longer a deterrent to cribbing." The referendum will determine whether or not the college will return to the old system of faculty supervision, or whether the honor system as amended by the College Student Council will be put into effect. It is provided in the resolution that in case the vote cast indicates a lack of interest general enough to warrant a change, or in case the deans of the college and Sheffield Scientific School, or the Board of Admissions should so recommend, that the honor system will be abolished outright.

Costa Rica's Best Buildings Are Schools

In Costa Rica one always can locate the schools by picking out the finest buildings in the city, according to Luis Dobles Segreda, minister of Public Instruction. More attention is being paid to education in Costa Rica than to any other governmental activity, Senor Dobles said, with approximately a sixth of the national budget being devoted to maintenance of the public instruction system. The progress of Costa Rica in educational development has been marked during the past fifteen years, he asserted. The national budget provides about $2,000,000 a year for education in addition to school building construction, for which approximately $2,200,000 was expended in 1927. The population of Costa Rica is about 500,000. During the last four years fifty-two major school buildings were constructed in the principal cities.

Dean Turns Tables On College Critics

Dr. Clarence W. Mendell, dean of Yale College, reversed the usual order of procedure recently and instead of criticising the much criticised modern youth gave them high praise. "Nothing infuriates me more than to hear so much negative talk about the so-called younger generation," Dean Mendell said. "It seems to be quite the common thing today for people to consider that the younger generation is bad mannered; that its morals are worse; and that its intellect is inconsequential. Nothing is so far from the truth. I don't mean to even so much as intimate that our modern youth is a superman," he continued. "In actual fact he is sometimes very boyish, and many of his mistakes are ludicrous. But even in the light of all this he is a better investment than we were at his age."

Learned Conversation Expected of Conductors

"Highbrow" conversation about Goethe, Shakespeare and Bernard Shaw, mingled perhaps with learned opinions on astral bodies, the Voronoff theory and other scientific subjects, will be carried on in several languages by conductors on the German express trains if the federal railway administration succeeds with its plans. These plans contemplate that the express train conductor shall possess so good a general education that he can converse with any passenger on any subject and, if necessary, in several languages. The railway administration believes traveling will be made more popular by this added attraction.

Would Prove Earth Is Flat

Wilbur Glenn Voliva, overseer of Zion City and head of the religious colony there, who long has maintained that the world is flat, has set out to prove it. Mr. Voliva and his wife left for a four-months' vacation in Europe, expecting also to visit the Holy Land. He expects to travel to the edge of the world and then walk around the rim. "It will be," he said, "just like going around the rim of a big plate." His flat world theory is taught in Zion City schools.

Schools Teach Youth Aircraft

Wichita business men, looking to and preparing for the day when the rising generation will manufacture the country's airplanes, are seeing to it that the youngsters know what it's all about. Now the children are going about it in a small way, learning the theories and mechanics of flight through the use of paper gliders and rubber-powered planes, built under the direction of Terrence Vincent, who has been employed by the chamber of commerce to carry the work into the schools. This city leads the country in commercial airplane building. Manual training and domestic science rooms are turned into miniature airplane factories, and boys and girls alike build planes that fly about under their own power.

Finds Models Aid Students

A new method of teaching history of the early days of California is working out excellently at University of Southern California, where, in order that the students may visualize the past, accurate models of places and scenes are constructed by the classes, under competent instruction. The top-notcher of the model builders is Miss Eleanor Noonan, who has built a marvelously interesting scale model of the famous old San Carlos mission. The detail is accurate, and many citizens have been granted their earnest request for a peek at the work. "We are able to understand clearly the history of our state and the people who lived here before us," says Miss Noonan. "The making of the models is thrilling. It fires the imagination, and takes us far beyond the stodgy pages of printed books. We can see and feel the life of old."

Brunettes Favored By College Men

Gentlemen may prefer blonds, but college men—the more serious minded of them, anyhow—have a decided penchant for the co-ed with dusky tresses. This is the opinion of Stanley H. Aranoff, a sophomore in the college of letters and science at the University of Wisconsin. He ought to know, for he is the founder and general manager of the first date bureau ever established at the University. The pitiful plight of many of his fellow

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students at Adams hall, one of the three men's dormitories, roused him to action. Any lonely student desiring to make the acquaintance of some co-ed on whom to squander the parental allowance has only to state his preference as to height, weight, complexion and temperament, and the date bureau gets into action—satisfaction guaranteed. No charge is made for the service. Drawing his deductions from the application for dates which come into his "office" at the dormitory, he describes the college man's ideal girl in the following terms: height, 5 feet 4 inches; weight, about 118 pounds. Doesn't use much makeup. Doesn't smoke or drink.

P. T. Barnum Missed Him

Dighton, Mass., boasts of a man who can spell backwards faster than most people can spell forward and he can also read upside down.. He is a farmer and according to his story he did not learn these "tricks," they just came naturally. As a schoolboy he was wont to be punished because he made the others laugh by reading his books upside down even though he could read as well as the others. Allen's explanation of his reading abilities is: "Any fool can read it the other way."

Youngster Questions Washington's Strategy

A bright-eyed youngster, with a perpetual question mark complex, has raised a vitally important point in the life of George Washington. Clinging tightly to his father's hand the lad stopped in front of a department store window to view an historical scene. Gazing upon the scene representing Washington crossing the Delaware, he cried out: "What's that, Daddy?" "That's Washington crossing the Delaware," replied the father. The lad examined the scene once more. His curiosity was unappeased. "But why does he go in boats, Daddy? Why didn't he go over the bridge?"

Mule Bucks Brawny Youth Into College

Merle Brawner, Converse, Mo., youth, who aspired to a University of Missouri education, is $100 nearer that goal as a result of riding a bucking mule in breaking him to the saddle. Brawner came to Columbia last fall and went to work in a cafeteria to earn money to attend the winter session of the university. Recently he heard W. C. Sutton, farmer, remark that he had a four-year-old mule that never had been ridden and $100 to bet that the animal never would be. Brawner took him up, and proceeded to ride the mule. He succeeded and is now ready to take up his studies.

TREND OF THE TIMES

SCIENCE has taken the physical characteristics of the human race formally into its hands; not only by measuring many of them, but by formulating some of the laws which govern their passage from one generation to another, declared Johnson O'Connor, psychologist and personnel expert with the General Electric Company. "Mental characteristics are not as well understood," he said. "Are there such things as mental characteristics? And if so, can they be measured? We often hear of the slow but sure man; and yet practically all of the laboratory work which we have been doing for the past five or six years shows that the slow but sure man is almost a myth."

MODERN FARM YOUTH knows all about a flivver, but he is lost when it comes to breaking in green horses, in the opinion of the secretary of the Horse Association of America. "Shipment of thousands of western horses in the corn belt states has demonstrated that boys and young men today do not have the least idea of how to handle a young, unbroken horse," he declared.

BRITISH FIRM now has the phrase "——and daughter" attached to its title. It is "H. Marment and Daughter, Limited." "Daughter" is Miss Amy F. Marment, who at the age of fifteen during the war was placed in full charge of a shop belonging to her father. She managed it so efficiently that when male employees were again available she was retained as branch manager. Now her father has recognized her services by taking her into the firm.

UNMARRIED YOUTHS between the ages of eighteen and twenty-one break more laws in this country than men of any other age, according to the superintendent of the criminal record bureau of common pleas court of Cleveland. "Although these boys break more laws and are arrested more times, the majority of murders are committed by married men about twenty-four years old," he said.

AMERICANS are too busy with their own domestic affairs to dream of war, J. A. Spender, former editor of the Westminster Gazette, declared in a statement concerning his recent trip to America. He said he thought that officially there was a certain chill in the relations between America and Great Britain because of the failure of the recent Geneva naval conference, but that this official chill was not reflected by the American people who feel goodwill for Great Britain.

NEBRASKA FARMERS who were recently honored as "Master Farmers" by the University of Nebraska had an average capital of $2,000 when they started farming and today have an average of $77,000. Not only have these ten men accumulated wealth in the years past, but each made money in a period when the purchasing power of farm products has been low. These men had an average gross income in 1926 of $15,000.

ONE MILLION dollars will be saved American taxpayers every year when the new and smaller paper currency is in complete circulation, it is predicted, as the smaller notes will be more durable and convenient. Already the proposed paper money is estimated to run into a saving of $787,000 for next year's allotment for currency printing. The new money is expected to go into circulation the end of this year.

SEA-GOING TAXI, the first to make its appearance in the western hemisphere, arrived recently on a German liner at New York. It was an aquaplane with a wing-spread of fifty-seven feet and a capacity of four passengers. The liner is scheduled for a twenty-nine-day cruise to the West Indies and the aquaplane will be taken to be used for sightseeing flights over the islands. It will take off from and land in the water.

"TOMBSTONE designing and erection is now an art," declares the president of the National Memorial Craftsmen Association, "and since the trend is towards family burial lots, there is opportunity to place one large and beautiful monument instead of a number of small ones." Colored grave stones will soon be all the rage as they make a cemetery more attractive than white monuments, he said.

NEW YEAR saw delivered from bondage by decree nearly 250,000 domestic slaves in the Sierra Leone protectorate in Africa. Emancipation did not evoke any demonstration. Their release was hardly understood by many of these simple and ignorant blacks, reports stated. They were rathered bewildered. The question of what, if anything, will be done in regard to compensation of the former slave holders is not yet settled.

The BOOK TABLE

NEW LABORATORY PROBLEMS IN CIVIC BIOLOGY. By Dr. George William Hunter, Knox College, Galesburg, Illinois. Paper Tablets, 286 leaves, 7½ by 9½ inches. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Tablet leaves are especially adapted to the laboratory study of Biology because a leaf can lie flat anywhere and not be in the way, which is often impossible with a book. A student can tabulate facts on a leaf as he could not in a book. Dr. Hunter has not minimized information in any respect, as his nearly 300 pages testifies. Biology is emphasized more and more, and Dr. Hunter has the latest word on every phase of the subject.

FUNDAMENTALS IN VISUAL EDUCATION. By William H. Johnson, M.A., Ph.D. Cloth. 104 pages. Chicago: The Educational Screen, Inc.

This is a presentation of various steps in the evolution of processes, inventions and plans for the improvement of instruction through visual aids. The blackboard was the first classroom aid in visual instruction. It was a long stride from the black paint to mined slate and almost as long a stride from mined slate to the present blackboard that is always black, and is easily kept in perfect surface.

The stereopticon slides were a wonderful aid. Then came the perfected three-dimension pictures, which were followed by the Keystone View creation which can use a real object or a page from any book and show it as perfectly in daylight as in the dark, and now comes the moving pictures to carry forward the visual education scheme which really began with the blackboard. Everything that magnifies the professional use of any phase of visual education will promote educational achievement.

THE CIPHER. A Simple and Rapid Calculating Method. By Alfred I. Levett. Heavy paper covers. 56 pages. Address the author, 24 California Street, San Francisco.

This is in no sense merely a Practice Tablet. It is not providing where no practice is needed by most pupils, but it grapples heroically with processes that even bright pupils are liable to find difficult. The theory is that if any pupil can conquer real difficulties he will have no trouble with the processes that are simple. We have rarely seen this pedagogical principle so skilfully applied. We will go farther and say that we have never seen as much help in the same number of pages along the same line as Mr. Levett provides in these pages. It not only magnifies "short cuts" in addition, subtraction, multiplication and division, but it clearly reveals the principles involved in the short-cutting process. It is a really remarkable book.

THE CHANGING COLLEGE. By Ernest Hatch Wilkins, president of Oberlin College. Cloth. 132 pages, 4 by 6½ inches. The University of Chicago Press.

This group of nine addresses by the recently elected president of Oberlin College, which were delivered in the six years that he was dean of the College of Arts, Literature and Science of the University of Chicago, will attract attention chiefly because of the fourth address on "Who Shall Go to College?"

The significance of this address centres chiefly in the fact that it is published by the author as president of Oberlin College. It was delivered by a dean of Chicago University and attracted no appreciable attention, but published as president of Oberlin College, of all American colleges, it is quite appalling.

This sentiment is not interesting primarily because it is the sentiment of one college president, but because it comes at a time when there is a definite demand, more or less general, that colleges shall open their doors wider instead of closing them closer, and President Wilkins says more emphatically than has been said before that he comes to Oberlin, a college famous for its devotion to human interests, to emphasize those it will exclude.

Without expressing any opinion as to the wisdom or unwisdom of his attitude we are sure that President Wilkins will be in the front rank of those who will champion drawing in the collegiate latchstring, and this little volume will make the new president of Oberlin immediately famous.

WONDERS OF SCIENCE. School Edition. Selected and arranged by Eva March Tappan. Cloth. 257 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

The first of the thirty-five wonderful revelations of wonders is worth the price of many books. It is the report of a conversation of Thomas A. Edison. It should be read by every teacher in America before she could have her certificate renewed.

The skill of the writers is almost as wonderful as the genius of the discoverers, inventors and creators of the wonders. Among these literary artists are Marion F. Lansing, who tells the story Radio; John Burroughs, Ray Stannard Baker, Archibald Geikie, John Muir, N. S. Shaler, Alexander Winchell, Liberty H. Bailey, Henry D. Thoreau and Oliver Wendell Holmes.

Of course Thoreau's account of "Why Oaks Follow Pines" was written several years ago, but it is as fascinating today and as important to most readers today as it was when written.

Oliver Wendell Holmes wrote on trees many years ago, but the article as Eva March Tappan tucks it into these pages is really more charming than any essayist writes about nature today. What a wonder is this sentence of Dr. Holmes: "I shall speak of trees as we see them, love them, adore them in the fields, where they are alive, holding their green sunshades over our heads, talking to us with their hundred thousand whispering tongues, looking down on us with that sweet meekness which belongs to huge but limited organisms —which one sees in the brown eyes of oxen, but most in the patient posture, the outstretched arms and the heavy-drooping robes of these vast beings endowed with life, but not with soul— which outgrew us and outlive us, but stand helpless—poor things!—while Nature dresses and undresses them, like so many full-sized, but undersized children."

There may be more wonderful books than Eva March Tappan's "Wonders of Science, School Edition," but I have been reading several of these chapters, new and old, and it does seem to me as though I have never seen so many wonders so wonderfully written about as in this book. I feel deeply that every teacher who is to lead children into a knowledge of nature and human nature should be required to read these marvelous chapters.

Books Received

"Self-Aids in the Essentials of Grammatical Usage." By L. J. O'Rourke. Washington, D. C.: Educational and Personnel Publishing Company.

"Prunes and Prism." By Charles Hall Grandgent. Boston: Harvard University Press.

"Laboratory Manual in American History." By Howard E. Wilson.—"Laboratory Problems in Civic Biology." George W. Hunter.—"Arithmetic" (Lower Grades). By Strayer and Upton.—"Arithmetic" (Middle Grades). By Strayer and Upton.—"Principles of Bookkeeping and Business." By Bowman and Percy. Boston: American Book Company.

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GRINS BETWEEN GRINDS

Preoccupied

Teacher: "What excuse have you for being so late?"

Johnny (breathlessly): "I ran so fast, teacher, that I—I didn't have time to think up one."

A Close Shave

"Mamma," said little Elsie, "Do men ever go to heaven?"

"Why, of course, my dear, why do you ask?"

"Because I never see pictures of angels with whiskers."

"Well, that's because they get there by a close shave."

Nation Needs It

A small boy was in Washington to visit Congress. He was much interested in the chaplain who always opened the sessions with prayer, in both the Senate and House.

Finally he asked: "Papa, why does the minister pray every day for Congress?"

"You've got it all wrong, son," replied his father. "The minister comes in every day and looks Congress over, and then prays for the country."

Easily Cured

Patient (gaspingly)—"I seem a little better, doctor, but I'm still short of breath."

Doctor—"Have patience and we'll stop that."—Stray Stories.

Slightly Different

Lord Babbington was instructing his new colored servant in his duties, adding: "Now, Zeke, when I ring for you, you must answer me by saying: 'My Lord, what will you have?'"

A few hours afterwards, having occasion to summon the servant, his lordship was astonished with the following:—

"My Gawd, what does you want now?"

To Him That Hath

"Mother," complained little Marjorie, "you always give Eleanor the biggest slice of cake."

"But you see, dear, she is the biggest."

"Yes, and she always will be if you keep giving her the most to eat!"—From Children, the Magazine for Parents.

The War Path

Bobby (to his sister's beau)—"Say, Mr. Hangoff, ain't you afraid o' Lil?"

Mr. Hangoff—"Why, no. Whatever put such an idea in your head?"

Bobby—"Pa did. I heard him say to Ma a little while ago: 'I guess Lil 'll get his scalp tonight. She's gone up t' put her war paint on.'"

He Meant Well

The professor and his wife were returning from the theatre.

"Now who is absent-minded?" he said, triumphantly, producing two umbrellas from under his arm. "You forgot your umbrella and I remembered not only mine, but yours, too."

"But," said his wife, "neither of us brought one!"

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JOURNAL MAIL BAG

Is an Educational Chief a Clerk or a Professional?

Editor, Journal of Education:—

As I see American educational administration now, with due allowance for some prominenet exceptions, the chiefs have returned to the status of wage-servant, from which, for a time, they emerged. The proposition is that these chiefs should be intermediaries between boards and teachers; experts not servants; professionals, not casuals. It seems to me that a college president or a city school superintendent should have somewhat the relation to his board that the lawyer has to his client, and the physician has to his patient. He should be implicitly followed, obeyed unless fired. In other words, a chief in education cannot be insubordinate. He is not an employee.

I doubt very much whether the men who teach educational administration in the colleges and normal schools understand this one essential fact. A chief who listens first to what his board wants cannot rise higher than their ignorance. Mediocrity is insured by obedience. The man who thinks first about holding his job cannot function. Imagine a lawyer asking his client: "What do you think I should do in your case?" Or a physician?

I have thought much about the style of performance of their duties as chiefs of the various men in various large cities and in various colleges. McAndrew has tried his best to render his office the best possible endeavor; but the spirit of the times has been against him. The feeling is that the chief in Chicago is a wage-servant, and that this is right. He has been "insubordinate," though I doubt whether the Infinite and Eternal knows wherein. I have consulted my own etherons and fail to see wherein.

Until we get the right public opinion on this line, I don't see how we can progress in the colleges and in the lower schools. The business of the chief is to *direct;* the present opinion is that the business is to find what the board wants, to obey it. The chief who does not know enough to direct is a clerk and incompetent. There is nothing new done by a clerk.

W. E. Chancellor.

Columbus, Ohio.

Life Insurance For Teachers

Editor, Journal of Education:—

Mortality tables show that teachers are a long-lived and healthy class. To a larger degree than most professions the rank and file are single women, largely without dependents. There is no form of insurance at present which wholly meets their needs. Naturally, a single woman without dependents is not especially concerned to leave behind her a heritage. Life insurance has not much to offer her. Her chief normal interest is to provide for her old age. This, her ever moderate salary and the expectation of soon leaving the profession to marry, often prevent.

There are several forms of insurance or pensions for teachers, most of which are built on the deduction of a certain percentage from her salary and the supplying of a certain percentage by the school board or other public authority. Such pensions are offered in many states and cities. In Pittsburg and Kansas City public-spirited men have added largely to this fund so as to make it yield a larger income. The Carnegie Foundation has a well thought out plan of insurance which develops into an annuity at the age of sixty-five.

However, all of these funds are invested in ultra-conservative bonds which yield only 3% to 4½%. The returns are comparatively small for the amount invested, and it takes a long time to give a living income.

It is now possible for a teacher to provide for her old age by the purchase of stocks which yield a much larger return. Some of them have an arrangement whereby the cash and stock dividends may be compounded every month over an indefinite period. Money soon begins to accumulate rapidly by this method. After a certain date the teacher may elect to receive her dividend in cash every month. Any teacher of twenty-five who will invest $100 a year in safe stocks compounded in this way may feel independent at the age of sixty-five, even if she has made no other provision.

It would seem to be to the advantage of insurance companies to issue an annuity insurance of this kind, but none of them, so far as I know, have come into this field.

The teachers of Missouri are now embarking upon an extremely interesting experiment in insurance. By an arrangement of the State Teachers' Association with the American National Insurance Company of Galveston, Texas, all teachers in the state are eligible for group insurance at about the same rate as employees in stores and factories. This rate is $31.00 a year for $5,000 insurance.

The only condition that is imposed for securing teachers' insurance in Missouri is that the teacher shall be teaching at the time and an actual member of the State Teachers' Association. If she should allow her membership in the State Teachers' Association to lapse, her insurance would lapse with it.

Henry S. Curtis.

Jefferson, Missouri.

Give American Artists a Chance

Editor, Journal of Education:

Your readers will undoubtedly like to hear of the new American Opera Company soon to open a two-week season in Boston, and its significance to the American public.

Back of its obvious intent to bring the best of opera, presented according to the most artistic standards, within the reach of the average theatre-going public, is the serious purpose to work

toward the development of American opera that shall be as distinct and beautiful as any given the world by the French, Italian, German or Russian schools. Concurrent with this are two other objects; to give the American artist opportunity and recognition that he does not now have, and to make of Americans an opera loving people.

The American Opera Company gives all its productions in English, employing the best translations obtainable and paying scrupulous attention to English diction.

The American Opera Company owes its being to Vladimir Rosing, its one member who is not an American, and to George Eastman, beloved of all educators because of his rich gifts to advance education. In his school in Rochester, N. Y., the philanthropist gave Mr. Rosing opportunity to put his ideas into effect. The Rochester American Opera Company was formed and has been at work for four years. Following a series of eight performances in New York last spring, under the auspices of the Theatre Guild, the company dropped the limiting "Rochester" and was launched on a national career. In January it sang in Washington before President and Mrs. Coolidge, members of the official family and both houses of Congress, and was unanimously endorsed by them.

The forthcoming season in Boston, March 12 to 20, gives practically every teacher in New England opportunity to hear great opera at a moderate price, and at the same time to assist in promoting an educational and cultural movement of immeasurable value.

As a nation we spend millions each year in the musical education of our young people, yet after we have trained them we will not accept them without a European stamp of approval. Should we not work together to give them as great a chance and as fine a training in the United States as in Europe?

Six of the singers to appear in Boston are from New England, while the entire staff of singers, orchestral players, technicians and executives, with the single exception of Mr. Rosing, are Americans.

The operas to be given are Faust, Martha, Madame Butterfly, Marriage of Figaro, Pagliacci, Michio Ito, Abduction from the Seraglio, and Carmen.

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